DOCUMENT RESUME

ED 306 888 HE 022 612

AUTHOR O'Neill, Paul J.
TITLE Critical Thinking and Outcome Measures Program.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.; Jackson State Univ., Miss.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Feb 89
NOTE 21p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Black Colleges; *College Curriculum; College Programs; College Seniors; Counseling Services; *Critical Thinking; Educational Objectives; Higher Education; *Liberal Arts; Models; *Outcomes of Education; Problem Solving; Program Descriptions; State Universities; Student Evaluation; Tutoring
IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; College Juniors; Critical Thinking and Outcome Measures Program; *Jackson State University MS

ABSTRACT

The Jackson State University Critical Thinking and Outcome Measures Program, whose academic focus is curriculum reform, is described in this report. The program guides students in developing the skills to think critically, to reason clearly, to express their thoughts cogently, to value open and thoughtful dialogue, and to be receptive to the free exchange of ideas. For black liberal arts students' junior and senior years, the program seeks to build advanced competencies of critical thinking, based on the basic competencies acquired in the freshman and sophomore years. Outcomes assessment evaluate attainment of the competencies. The program is a campus unit of the School of Liberal Arts, staffed by a faculty director, associate director, and a representative from each of the 12 academic departments. Supplemental instruction is offered in high-risk courses (those in which over 30% of students receive "D" or "F"). Academic counseling is available at a student resource center. An interdisciplinary, team-taught core course will be offered. A list of instructional goals and objectives, a program description and a brochure are appended. (KM)

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Jackson State University

School of Liberal Arts

Critical Thinking and Outcome Measures Program

Paul J. O'Neill

School of Liberal Arts

Jackson State University

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Funded by Jackson State University & U.S.D.E., Title III, HEA1965, Part A, 1987-88; Part B, 1988-89.

Project contact: Dr. Paul J. O'Neill, School of Liberal Arts, Jackson State University, Jackson, MS 39217.

February 28, 1989.

Running head: JSU CRITICAL THINKING PROGRAM

HE 022 612

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract

The academic focus of the Jackson State University School of Liberal Arts Critical Thinking and Outcome Measures Program is curriculum reform. For black liberal arts students' junior and senior years, the program seeks to build advanced competencies of critical thinking upon the basic competencies which they received in their freshman and sophomore years; outcomes assessment will evaluate attainment of the competencies. The program scope is a campus unit for the School of Liberal Arts, staffed by faculty: a director, associate director, and a representative from each of the 12 academic departments. Supplemental Instruction is offered in high risk courses; academic counseling is available at a student resource center. The program is funded by Jackson State University and by the United States Department of Education, Higher Education Act of 1965, Public Law 99-498, Title III: during its first year, 1987-88, under Part A, for $125,484; during its second year, 1988-89, under Part B, for $3,092. The projected program end date is September 31, 1992, but ten years seems more realistic.

Jackson State University

School of Liberal Arts

Critical Thinking and Outcome Measures Program

Introduction

The report will deal with the history of the Critical Thinking and Outcome Measures Program in the School of Liberal Arts at Jackson State University in Jackson, Mississippi.

Background

The School of Liberal Arts at Jackson State University, Jackson, Mississippi--with 12 departments, 3 special units, 129 faculty and 1,289 students--needed to address its curriculum to respond to a number of concerns. First, there was a need to address the quality of a higher education in general and, specifically, a liberal arts degree to increase its competitiveness in the marketplace and in graduate education. Second, the issue of assessment and the need for outcome measures to validate the learning process of a value-added education had to be dealt with. Third, because of the diversity of the student population, individual learning styles and strategies had to be addressed. Closely related to learning styles was the fourth issue of students as active, rather than passive, learners. Lastly was the question of developing

critical thinking, critical writing and quantitative reasoning skills to equip students to become active citizens.

To address these concerns, a program was desired that would be systematic, school-wide and replicable, based upon proven programs such as those at Alverno College, Northwest Missouri University, and the University of Tennessee at Knoxville, but adapted to the environment of a Southern Historically Black University.

Program Description

The academic focus of the Jackson State University School of Liberal Arts Critical Thinking and Outcome Measures Program is curriculum reform. Student focused instructional objectives which emphasize critical thinking skills are being used to revise the curriculum; student outcomes assessment is being developed to evaluate attainment of the objectives. For liberal arts students' junior and senior years, the program seeks to build advanced competencies, such as critical thinking skills, upon the basic competencies which they received in their freshman and sophomore years.

The major discipline of the program is liberal studies, but also encompasses education and psychology. The major target audience is junior and senior undergraduate students in the School of Liberal Arts;

the special target population is black students. The program scope is a campus unit for the School of Liberal Arts. The program is staffed by a director, an associate director, and a departmental representative from each of the 12 departments in the School of Liberal Arts.

The program is funded by Jackson State University and by the United States Department of Education, Higher Education Act of 1965 Public Law 99-498, Title III. During its first year, October 1, 1987 to September 31, 1988, the program was funded under Part A, Strengthening Institutions Program, for $125,484. During its second year, from October 1, 1988 to September 31, 1989, the program was funded under Part B, Strengthening Historically Black Universities Program, for $3,092. Jackson State University supports the program by providing for faculty release time from teaching duties for the program director, associate director and for four of the twelve departmental representatives who assist in the curriculum revision. In addition, the university provides office space, supplies and related expenses. The projected program end date is September 31, 1992--five years; but ten years or more would seem to be more realistic.

The mission of the School of Liberal Arts Critical Thinking and Outcome Measures Program is to improve the quality of the undergraduate curriculum at Jackson State University. Basic to the task is a commitment to guide students in developing the skills to think critically, to reason clearly and to express their thoughts cogently, to value open and thoughtful dialogue and to foster the attitudes of receptivity to the free exchange of ideas. The desired end products of the program are students with a liberal arts education prepared to contribute to their careers as well as to the culture, the economy, and the society of the state, the nation and the world. To achieve these goals, the Critical Thinking and Outcome Measures Program has seven components: faculty development, curriculum development, critical thinking, outcome measures, an Academic Resource Center, Supplemental Instruction, and a core course.

Faculty Development

During the first month of the program, October 1987, each of the 12 departments in the School of Liberal Arts--Art, English and Modern Foreign Languages, History, Mass Communications, Military Science, Music, Political Science, Psychology, Social Work, Sociology, Speech and Dramatic Arts, and Urban Affairs--elected a

departmental representative to serve on what is called the "Title III Team." The purpose of the team is to serve as a spearhead committee for the program and to act as a liasion with the departments at each step in the unfolding of the program.

The chair for the committee is the Director of the Critical Thinking and Outcome Measures Program, Dr. Paul O'Neill, Psychology Department; the Associate Director is Mrs. Beatrice Moore, Speech and Dramatic Arts Department, who also serves as her departmental representative. Since Dr. Steven Rozman, Chairman, Social Science Division, Tougaloo College, directs a similar program, he helped Dr. O'Neill to write the Title III Part A proposal and also served as the major consultant during the first year. Under his guidance, during the 1987 Fall semester, team members reviewed the literature on critical thinking, student assessment, curriculum development and student support services. In addition, during 1988, selected members attended workshops at Alverno College on student assessment, Sonoma State University on critical thinking, and the University of Missouri, Kansas City, for certification as Supplemental Instruction trainers. In concert with their departments and the Dean of the School of Liberal Arts, during the 1988 Spring semester, the team

developed a common set of five student-focused instructional goals and objectives which were adopted by the school in May 1988 (see Appendix for subgoals):

1. Develop effective skills in knowledge and information acquisition, integration, utilization and presentation.

2. Develop skills for constructive social interaction.

3. Comprehend the principles of a humane society and develop a set of personal values.

4. Develop critical inquiry and effective problem solving skills.

5. Comprehend the role of Jackson state University as an urban university.

Curriculum Development

The liberal arts curriculum is being revised to incorporate the five student-focused instructional goals and objectives. During the 1988 Fall semester, Title III Team members revised one of their course outlines and assignments. During the 1989 Spring semester and thereafter until completed, team members will assist the faculty in their departments in revising all course offerings.

Critical Thinking

The desired end product of a liberal arts education is a student who can take an active role as a citizen by critically analysing topics and presenting a reasoned response. To receive guidance in ways to revise the curriculum to encourage students to think critically, the faculty attended two workshops in 1988. Connie Missimer, author of Good Arguments, An Introduction to Critical Thinking (Englewood Cliffs, NJ: Prentice-Hall, 1986) presented a two-day workshop for the liberal arts faculty to help them think of ways to incorporate critical inquiry skills into their courses. In addition, three team members attended another three-day workship on critical thinking conducted by Dr. John Paul and associates at Sonoma State University, Rohnert Park, California.

Outcome Measures

The purpose of outcome measures is to evaluate the degree to which students have achieved the five goals and objectives, such as knowledge acquisition and critical inquiry. Still unresolved is the controversy over standardized versus locally developed measures. As a first step, however, in November 1988, the liberal arts faculty agreed that the General Test of the Graduate Record Examination (GRE) would be required of

all new majors beginning with the 1989 Fall semester. No minimum score has been set. Since liberal arts student with an education major already are rquired to take the National Teacher Examination, these students would be exempted from the GRE requirement.

In addition, beginning 1990, departments are asked to require their majors to take the GRE Subject Test in their discipline. Subject tests exist for English and Literature, History, Political Science, Psychology and Sociology. If no Subject Test exists for a discipline, the department is asked to adopt another standardized test or develop their own exit examinations.

Supplemental Instruction

Supplemental Instruction is a student support service for high risk courses in which over 30 percent of the students receive grades of "D" or "F." High achieving former students of the course are recruited by instructors to serve as Student Leaders. Leaders attend a two-day workshop instructed by the members of the Title III team who have been certified by the University of Missouri, Kansas City, to be Supplemental Instruction trainers. The student leaders are instructed in learning styles and strategies, note taking and examination taking skills. To serve as role models for the other students, the leaders attend the class again

and take notes but not examinations. They hold regular review sessions for students who wish extra help. The arrangement differs from tutoring because it is done on a group, not on an individual, basis. The leaders are paid the minimum hourly rate for work-aid students.

The student leaders are supervised by a staff person who collects from the student leaders the names of the students who attend the sessions and the frequency of attendance. After midterm and final examinations, the supervisor matches the attendance list with the grades the attendees earned.

The pilot program in Supplemental Instruction began with the 1988 Fall semester in the History of Civilization courses offered by a member of the Title III Team. Results showed that students who attended the Supplemental Instruction review sessions did, in fact, tend to earn a letter grade higher than the students who did not attend--the usual progress recorded by the University of Missouri at the over one hundred institutions that offer Supplemental Instruction.

So successful has been the pilot program, that simply by word of mouth, students have been volunteering to serve as student leaders. As a result, in the 1989 Spring semester, Suplemental Instruction was extended to other history courses as well as to a course in French.

Eventually, Supplemental Instruction will be offered in a majority of the courses.

Core Course

The core course is to be an interdisciplinary. team taught course that cuts across the 12 disciplines in liberal arts and emphasizes critical thinking, critical writing, quantative reasoning and research skills. The purpose of the course is to help students realize that critical inquiry applies to all fields of knowledge and not just to the particular discipline in which a student happens to major. The core course is to be developed in the last phase of the program, after all departments have revised their curriculums.

Academic Resource Center

The School of Liberal Arts Academic Resource Center is to be staffed by members of the Title III Team to offer personal attention to students who need extra work to develop their academic skills. An unused classroom trailer is being renovated and equipped to serve as the center.

Appendix

JACKSON STATE UNIVERSITY
School of Liberal Arts
Critical Thinking and Outcome Measures Program

Dansby Hall
Room 102 C

Phone: (601) 968-2368

May 3, 1988

Student-Focused Instructional Goals and Objectives

1. Develop effective skills in knowledge and information acquisition, integration, utilization and presentation.

   1.1. Identify and access various information sources.
   1.2. Demonstrate the fundamental communication principles and techniques of message construction and delivery in oral, written and visual contexts.
   1.3. Search and select systematically and critically relevant information from available sources.

2. Develop skills for constructive social interaction.

   2.1. Develop the art of receiving, processing and transmitting information.
   2.2. Demonstrate an understanding of one's physical and social environments in order to relate to them more intelligently.
   2.3. Develop the self-confidence necessary to work more productively with others toward collective goals.
   2.4. Incorporate skills in leadership, advocacy and interaction in social, political and economic goals.
   2.5. Gain practical and pre-professional experiences.

3. Comprehend the principles of a humane society and develop a set of personal values.

   3.1. Preserve and transmit knowledge of the past and demonstrate a comprehensive understanding of the human experience.
   3.2. Recognize the facets of a multi-cultural world and demonstrate the unity and diversity of human experience by exposure to Western as well as to non-Western cultures.
   3.3. Develop understanding of and appreciation for the values of his/her culture.
   3.4. Develop an appreciation for others cultures.
   3.5. Develop a sense of ethical and social responsibility.

4. Develop critical inquiry and effective problem solving skills.

   4.1. Identify a problem, specify its parameters and ask relevant and probing questions leading to solutions.
   4.2. Integrate information and generate alternative solutions.
   4.3. Evaluate alternative solutions.
   4.4. Think critically and reason logically.

5. Comprehend the role of Jackson State University as an urban university.

   5.1. Engage in research related to urban problems.
   5.2. Participate in community related activities and university projects.

JACKSON STATE UNIVERSITY
School of Liberal Arts
Critical Thinking and Outcome Measures Program

Dansby Hall
Room 102 C

Phone: (601) 968-2368

March 23, 1988

Description of the Critical Thinking and Outcome Measures Program

The Mission of the School of Liberal Arts Critical Thinking and Outcome Measures (CTOM) Program is to improve the quality of the undergraduate curriculum at Jackson State University. The program provides for faculty development, curriculum development and student support services to aid in improving the curriculum. A major task of the CTOM program is to provide for the needs of students in liberal arts. Basic to the task is a commitment to guide students in developing the skills to think and reason clearly and critically and to express their thoughts cogently, to value open and thoughtful dialogue and foster the attitudes of receptivity to the free exchange of ideas. The desired end products of the program are students with a liberal arts education prepared to contribute to their careers as well as the culture, economy and society of the state, the nation and the world. The following desired outcomes for student growth are implicit in the statement of purpose: the ability to reason clearly and critically both orally and in writing; the ability to analyze, synthesize, and evaluate data, facts and ideas necessary to make intelligent decisions and value judgements and a social consciousness to enable one to assume responsibility, including the ability to think critically about cultural, economic, moral and political problems. To achieve these goals, the CTOM Program has five objectives:

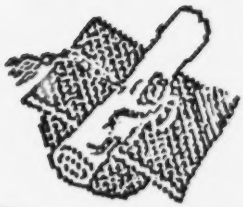
Faculty Development. The Title III Team of 12 departmental representatives establishes liaison with all 12 departments in the School of Liberal Arts: Art, English and Modern Foreign Languages, History, Mass Communications, Military Science, Music, Political Science, Psychology, Speech and Dramatic Arts, Sociology, Social Work and Urban Affairs. After reviewing the literature on critical thinking, assessment, curriculum development and student support services, the team members developed a common set of student-focused instructional goals and objectives in concert with the departments and the Dean of Liberal Arts.

Curriculum Development. The student-focused instructional goals and objectives are to be incorporated in the course syllabi and assignments by instructors who determine how to relate the common goals and objectives to their specific courses and how to assess student progress.

Core Course. The core course is to be an interdisciplinary, team taught course that cuts across the 12 departments in the School of Liberal Arts and emphasizes critical thinking, critical writing and quantitative reasoning skills.

Academic Resource Center. The center is to be staffed by the Title III Team members to give personal attention to students who need extra work to develop their academic skills.

Supplemental Instruction. Supplemental Instruction is to be a student support service for high risk courses. High achieving students who took the courses attend all classes again, hold regular review sessions and serve as role models to other students.



JACKSON STATE UNIVERSITY
SCHOOL OF LIBERAL ARTS

CRITICAL THINKING AND OUTCOME MEASURES PROGRAM

Jackson, Mississippi

THE SCHOOL OF LIBERAL ARTS

Dr. Mary E. Benjamin, Dean
Dr. Dollye M. E. Robinson, Associate Dean

The School of Liberal Arts is the largest of the five schools in the area of academic affairs at Jackson State University. Its twelve academic departments, twenty-two degree programs, four special units, outstanding faculty, constantly growing student population, commitment to excellence and three-prong mission form the backdrop for its qualitative educational and co-curricula programs and its productive partnerships with the surrounding community.

The principal mission of the school includes: (1) coordinating the activities among its academic departments and special units; (2) spearheading initiatives at the school level; and (3) supporting the qualitative development of students, faculty, staff and programs in the advancement of liberal arts. In support of its mission, the School of Liberal Arts aims: (1) to provide diverse opportunities for comprehensive and meaningful liberal education; (2) to increase the visibility of and enhance the appreciation for the liberal arts; and (3) to enrich the quality of liberal arts at Jackson State University and in the larger community.

DEPARTMENTS	CHAIRS
Art	Dr. Anderson Macklin
Center for Urban Affairs	Dr. Kathryn Weathersby
English/Modern Foreign Languages	Dr. Inez R. Morris
History	Dr. Phillip McGuire
Mass Communications	Dr. Elayne Hayes-Anthony
Military Science	Lt. Col. James McKan
Music	Dr. Jimmie James
Political Science	Dr. Ally Mack
Psychology	Dr. Shih-Sung Wen
Sociology	Dr. V. V. P. Rao
Social Work	Dr. Gwendolyn Prater
Speech/Dramatic Art	Dr. Barbara McDaniel

SPECIAL UNITS	
Interdisciplinary Alcohol/Drug Studies Center	Dr. Bettye W. Fletcher
Institute for the Study of History, Life and Culture of Black People	Dr. Alferdteen Harrison
T^2 - Technical Transfer Center	Mr. Harvey Johnson

JACKSON STATE UNIVERSITY
SCHOOL OF LIBERAL ARTS

Critical Thinking and Outcome Measures Program

The CTOM Program provides for faculty development, curriculum development and student support services to aid in improving the curriculum at JSU. Basic to the task is a commitment to guide students in developing the skills to think and reason clearly and critically and to express their thoughts cogently, to value open and thoughtful dialogue and foster the attitudes of receptivity to the free exchange of ideas.

The desired end products of the program are students with a liberal arts education prepared to contribute to their careers as well as the culture, economy and society of the state, the nation and the world. To achieve these goals, the CTOM Program has five objectives:

Faculty Development. The Title III team of 12 departmental representatives serve as liaison to the 12 departments in the School of Liberal Arts. The team has developed a common set of student-focused instructional goals and objectives in concert with the departments and the Dean of Liberal Arts.

Curriculum Development. The incorporation of student-focused instructional goals and objectives are an integral part of the course syllabi and assignments by instructors.

Core Course. An interdisciplinary team taught course that cuts across the 12 departments in the School of Liberal Arts and emphasizes critical thinking, critical writing and quantitative reasoning skills.

Academic Resource Center. Staffed by the Title III Team members, the course is designed to give personal attention to students who need extra work to develop their academic skill.

Supplemental Instruction. Supplemental Instruction is a student support service for high risk courses. High achieving students who took the courses attend all classes again, hold regular review sessions and serve as role models to other students.

Critical Thinking and Outcome Measures Team*

Dr. Paul O'Neill, Director
601-968-2368

DEPARTMENT	REPRESENTATIVE
Art	Ms. Lynette Stephenson
English and Modern Foreign Languages	Dr. Lovie Gibson
History	Dr. Margaret Hutton
Mass Communications	Dr. Robert List
Military Science	Dr. Sinclair Lewis
Music	Dr. Anita Jackson
Political Science	Dr. Charles Holmes
Psychology	Dr. An-Yen Liu
Social Work	Dr. Ruth Williams
Sociology	Dr. Nandini Rao
Speech and Dramatic Arts	Mrs. Beatrice Moore
University College	Dr. Ancilla Coleman
Urban Studies	Dr. Jacquelyn C. Franklin
Volunteer Evaluator	Dr. Orville Cunningham

*A Learning Enhancement Program funded by Title III

Critical Thinking nd Outcome Measures Program
P. O Box 18180
Jackson State University
Jackson, Mississippi 39217
(601) 968-2368

☐ Yes, I would like more information about the program.

NAME_____

ADDRESS_____

_____

City State Zip Code

Telephone_____

Jackson State University recruits, admits, and provides services, financial aid, and instruction to all students without regard to race, religion, sex, age, color, or national origin.